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United States Department of the Interior  
National Park Service

SN 351

National Register of Historic Places  
Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "X" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Everett High School

other names/site number

2. Location

street & number 2400 Colby Avenue not for publication

city or town Everett vicinity

state Washington code WA county Snohomish code 31 zip code 98201

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets does not meet the National Register criteria.

I recommend that this property be considered significant  nationally   statewide  X locally. (See continuation sheet for additional comments.)

Signature of certifying official Alison ACTING SPO

Date 4.9.97

State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of commenting or other official

Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register.

See continuation sheet

determined eligible for the National Register. See continuation sheet

determined not eligible for the National Register.

removed from the National Register.

other, (explain):

Signature of Keeper

Date of Action

USSDI/NPS NRHP Registration Form

Property Name EVERETT HIGH SCHOOL

County and State SNOHOMISH, WASHINGTON

Pag

**6. Classification**

Ownership of Property	Category of Property	No. of Resources within Property	
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	contributing	noncontributing
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	<u>1</u>	<input type="checkbox"/> buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	<input type="checkbox"/>	<input type="checkbox"/> sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	<input type="checkbox"/>	<input type="checkbox"/> structures
	<input type="checkbox"/> object	<input type="checkbox"/>	<input type="checkbox"/> objects
		<u>1</u>	<input type="checkbox"/> Total

Name of related multiple property listing:  
(Enter "N/A" if property is not part of a  
multiple property listing.)

N/A

No. of contributing resources previously  
listed in the National Register:

**7. Functions or Use**

Historic Functions

(Enter categories from instructions.)

HIGH SCHOOL

Current Functions

(Enter categories from instructions.)

HIGH SCHOOL

**7. Description**

Architectural Classification

(Enter categories from instructions.)

BEAUX ARTS; ECLECTIC CLASSICISM

Materials

(Enter categories from instructions.)

foundation concrete

walls brick and terra cotta

roof tile

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

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**National Register of Historic Places  
Continuation Sheet**

Section number 7 Page 1 Name of Property Everett High School  
County and State Snohomish County, WA

**Description of the Building:**

Everett High School now includes seven buildings on a campus that covers more than three square blocks at the north entrance to downtown Everett. Located in a neighborhood of single and multi-family residences and churches, the newly (1995) renovated 1910 High School, which is being nominated, could also be the center of a small historic district which would include some of the neighboring churches as well as most of the educational buildings: the 1912 and 1915 Turnbull designed vocational and commercial buildings, the 1925 Willatsen designed Lutheran Church now the school theater, and the Morrison and Stimson designed depression era Auditorium.

The 1910 High School designed by Seattle school architect Joseph Stephen is clearly the centerpiece of this wonderful collection of buildings. It fronts on Colby Avenue, the main north-south Avenue in Everett and extends nearly the full length of the block from 24th to 25th.

The design of the building reflects the Classical Revival style of the period that according to Sally Woodbridge, in her book *A Guide to Architecture in Washington State*, was the almost universal style for governmental institutions, libraries and banks in the early 1900's. Because it is so typical, she uses Everett High to illustrate her description of the Beaux Arts, Eclectic Classicism. True to form, the building has a symmetrically composed facade with a triple horizontal division divided by terra cotta courses. The roof is flat, which gives prominence to the fully enriched entablature which includes a variety of classical surface ornament: urns, decorative swags, floral decoration, acanthus leaf, etc. (See the attached illustrations for detail.) It is interesting to note that at the time the school was built, it was described as a "modern example of simple architecture lacking all ginger bread adornment and almost severely massive and square with few trimmings."

The building is faced with a light buff colored brick with precise one quarter inch joints. The brick and terra cotta have been cleaned, which makes the building glow like the classic Greek/Roman temple architecture to which it refers. The entry way is a grand arched portico set into a central projecting pavilion. The door is topped by a fanlight and surrounded by scored Ionic columns. (See attached illustration for details.)

When the building was completed in 1910 at an approximate completed cost of \$170,000, it was said to be the most modern school in Puget Sound. It also was representative of a revolution in school design that accompanied the school reform movement of the early 1900's. To house the new courses and activities that were to be part of a school building to produce better citizens, the building had an assembly hall with seating capacity of 850, a gymnasium with model equipment, three rooms devoted to domestic science with a pantry, dining room and sewing room, a spacious commercial department consisting of a modern bank, a typewriting room and up-to-date business room; a manual training department occupying four large rooms in the basement- complete with benches with head and tail vises, power grindstone, lathes, grinders, wood trimmer, surfacers, jointers, and band saws. (Boys in manual training department constructed cabinets to be used in the schools.) The upper floors were devoted exclusively to the sciences: chemistry, physics, and botany. The science lecture room had a seating capacity of 75 and was fitted with stereopticon lantern.

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Section number 7 Page 2 Name of Property Everett High School  
County and State Snohomish County, WA

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The latest in technology was used to provide comfortable surroundings. Steam heating was supplied with steam coming from a plant across the street and forced throughout the entire building by big fans. Thermometers in each room automatically regulated the temperature and flooded the room with cold air when it became too warm. There was an intercom system and a clock, governed by a master clock in the office, that clicked off the minutes of the hour in every classroom and controlled the period bells.

The building interior does not exist anymore and the functions, gymnasium, auditorium, science and vocational departments, have been spread out in the campus into other buildings. The interior has been remodeled, modified, and added to some eight times at least.

The most significant modifications include the:

**1939 Addition:** This was a one story addition on the west side of the building. The exterior is faced with brick and terra cotta similar in color to the original, with simple detailing.

**1963 Addition.** This was the most destructive, but since demolition of the entire building was also considered, it did at least save the building. On the west side a second story was added to the 1939 addition. An elevator shaft was run up the side of the building and in the front a facade obscuring cement structure was built in the middle of the entranceway between the street and the school. This obtrusive structure was attached to the front entrance and not only covered the entrance but damaged the terra cotta and much of the entryway detail.

\* \* \*

**1995 Renovation/restoration.** This last renovation/restoration of the building was accomplished with remarkable sensitivity and intelligence. The 1963 addition in the front of the building was removed. (The demolition was cheered by a small crowd.) The entryway which had been badly damaged by the 1960's addition has been restored. The fanlight above the door was reproduced, damaged or broken terra cotta was reproduced or restored, and even details such as the scoring of the Ionic columns by the door were included. The original configuration of the windows and panes has been retained. In the 1960's remodel, the ceiling was dropped which obscured the tops of the windows. In the current remodel, the ceiling was again dropped to hold the required mechanical, sprinklers, etc., but the dropped ceiling is pulled away from the windows leaving the full 13 foot ceiling open next to the windows. The open spaciousness of the halls was retained by an ingenious method of dealing with the required fire doors. There are fire doors at the end of each hallway by the stairwell, as required, but the doors are set into the wall and can be left open. They close automatically if the fire alarm is activated. In the classrooms, the picture rails and chair rails shown in historic pictures were reproduced, and columns from the auditorium were placed in the library entrance along with a strip of the original dentil decoration.

Throughout the school this attention to detail has provided a sense of history and elegance alongside the equipment and necessities of a modern school equipped to provide education into the next century.

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Property Name EVERETT HIGH SCHOOL

County and State SNOHOMISH, WA

**6. Statement of Significance**

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- ☒ A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B. Property is associated with the lives of persons significant in our past.
- ☒ C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations (Mark "x" in all the boxes that apply.)

- ☐ A. owned by a religious institution or used for religious purposes.
- ☐ B. removed from its original location.
- ☐ C. a birthplace or a grave.
- ☐ D. a cemetery.
- ☐ E. a reconstructed building, object, or structure.
- ☐ F. a commemorative property.
- ☐ G. less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance  
(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

Period of Significance

1910

1910-1947

Significant Dates

1910

Cultural Affiliation

Significant Person

Architect/Builder

JAMES STEPHEN (1858-1938)

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

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**Area of Significance: Education and Social History**

**Historical Background**

Everett's birth in 1891 came in the post-Civil War period of unchecked free enterprise that saw most of the nation's power concentrated in the wealth of a handful of men. One of these men was John D. Rockefeller whose money, along with that of smaller eastern investors, backed the Everett enterprise.

While all cities in the country were affected by this economic concentration, Everett was designed by it, and Everett's development was indelibly marked by it. Western expansion swept away Native American communities that had inhabited these lands for centuries, uprooting them, placing them on reservations and burying traces of their civilization under the change that followed.

When the railroads reached the coast, cities were rapidly built where Indians had once lived. Resources became the greatest developing factor and an economic base was established that consisted mainly of extractive industries - lumbering, mining and fishing. The exploitive use of these resources frequently led to their exhaustion.

The panic of 1893 that severely checked the growth of Everett just as it was getting started affected the whole nation. In fact, until the hard times of the 30s, this period was known as The Great Depression. Many persons questioned the workability of an economic base that had caused such a downfall. By 1900, although the power base had really changed little, new directions were in evidence with greater emphasis being placed on enterprises that provided services and products. For Everett this was the era of being part of Jim Hill's financial empire. But while Hill and Rockefeller are often considered to have been at odds, at this time their investments were closely intertwined since an exchange of stock had joined the two on the Board of the Northern Securities Corporation of New Jersey. Although new directions were explored in Everett for providing city services and for attracting a diverse base of product-oriented industries, the economic and political power largely remained in the hands of the same few industrial capitalists.

The boom years of the early 1900s coincided with a flood of immigrants coming into the country. Everett's population grew from only 8,000 in 1900 to 25,000 in 1910, with many new immigrants providing the manpower for the growing industries.

Most of the immigrants who came to Everett in the early 1900s were employed in the mills (1/5 of the population by 1910), doing dangerous work for small pay. The worker unrest that resulted led to strong union activity and bloody confrontations. From 1901 to 1917 Everett was the site of strikes and some of the bitterest disputes between labor and management in the country's history. Events reached a culmination with the tragic confrontation between mill owners and the Industrial Workers of the World in November of 1916 that left at least seven dead.

The *Everett Survey of Historic Properties*, which is in effect Everett's context statement and forms the basis of historic preservation in Everett, divides this history into several historical time periods that relate to Everett's history and correspond to regional and national trends: the period of Native American habitation and early pioneer

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settlement (prehistory through 1888); the era of initial railroad development and industrial growth (1889-1899); the years of rapid growth preceding the Great War (1900-1915); the War years and the turbulent period immediately following (1916-1929); and the years of the Great Depression (1930-40).

Everett High School, built in 1910, in the midst of the years of rapid growth preceding the Great War, was of course part of this history. The new high school was built in response to a new student population that had completely outgrown the old high school, and local politics were reflected in the school board elections with an active Socialist Parents' and Teachers' Bureau that had "the prime mission ... to capture the schools for socialism."

The first recorded Everett school session started even before the town was incorporated in 1893. It was a ten week term taught in the spring of 1891 and there was a two story school in place by December of the same year. The first high school graduation was in 1893 but with only one student, Margaret Salisbury, daughter of John J. Clark, a prominent city merchant. Not until 1898 did Everett High have a regular four year course. By 1902, Everett was a first class district with more than 10,000 people within the boundaries, and the high school for the first time had its own building. From 1900 to 1910 the city population tripled and the high school was meeting in eight portables as well as the building.

When the new Everett High School opened on January 31, 1910, it was the largest construction project the school district had ever completed. The three-story Beaux Arts brick structure cost \$170,000 and could house 600 students. The city had tripled in size from 1900 to 1910 and was firmly and proudly established as Mill Town. The impressive brick structure provided a source of community pride and an era of educational enlightenment seemed to dawn with the erection of the new high school facilities. CR Frazier, the new school superintendent, ushered in this progressive educational spirit. By 1910 a new salary structure was in place and a professional library established. There was a school nurse and a campaign against tobacco, sex hygiene lectures for mothers and daughters were approved, and a "special and ungraded" room for pupils with difficulties was established. Recognizing both the working population and the emigrant population, a night school was started and Norwegian language classes were offered for high school students. Manual arts were a large part of the curriculum and continued in importance when a separate vocational building was constructed across the street in 1912.

The new school and progressive spirit were part of a nationwide educational reform movement. The new reform philosophy emphasized institutional reform and saw schools as the primary vehicle for the development of a well-rounded individual able to function in the complex new century. The high school, which had previously been a small part of American education, became particularly important as enrollment increased dramatically across the country. School curriculum was expanded to include a variety of what might be called civic and enrichment activities. Much of this was in response to the large immigrant population as schools were seen as the vehicle for "Americanization".

Much of the local significance and historical "integrity" of the school has been retained in the remembrance of the past that has been built into the school building. Historical "integrity" has sometimes been defined as the sense of

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the past and the recognition of the historic. This has been preserved throughout the building in pictures of the first classes, the 1911 President Taft speech in front of the high school, trophies from the winning Bagshaw football years, tributes to war heroes and pictures and news clippings from Everett's favorite son, the late Senator Henry "Scoop" Jackson.

The entryway has murals by contemporary local artist Bernie Weber with a montage of buildings in the school district and important people and events in the school history. The office has display cases with pictures of the 1912 class, a facsimile of the first diploma, yearbooks, the first school bell, and various memorabilia relating to the school. Throughout the school there are historic photos, there is a tribute to Senator Jackson, there is a listing of the Everett graduates who died in WWI and WWII. The original vault that was used by the school board has been incorporated into an office. A triptych oak mirror from the first Home Economics room is now part of the Life Sciences room. Photos of illustrious graduates: writers, artists, singers are in another trophy case, and there is abundant recognition of the sports teams and individual heroes who have been part of the high school history.

The one most recognized is Enoch Bagshaw, Everett's legendary coach, who started at Everett High School in 1909 and continued in the new school for the next 10 years. Perhaps the tribute to him by local school historian Larry O'Donnell explains the significance of the trophy cases in the renovated high school and the importance of this remembered past. O'Donnell said of Bagshaw, "Everett was a rugged milltown where traits like physical strength, fierce courage and toughness were cherished. The game of football provided a showcase for those traits and no one showcased football better than Enoch Bagshaw. His teams brought pride and community cohesiveness to Everett. Millowner and millworker who frequently battled found common ground for agreement when they extolled the virtues of the Everett High School football teams."

As we go into the next century and there is talk of educational reform and teaching for the modern world, the real significance of this outstanding renovation of the high school is that it seems once more to be a place where the community has united to provide for their youth and to remember the best of their past.

**Area of significance: Architecture  
JAMES STEPHEN**

James Stephen (1858-1938), architect for Everett High, was the premier school architect in Western Washington in the early 1900's. Trained as a cabinetmaker in Canada, he obtained his architectural training through a correspondence course and began working as an architect in Illinois. He first moved to California but then came to Seattle, as did many architects, after the fire in 1889. From 1901 until 1909, he was Seattle school architect. During those years he was responsible for the design and supervision of over fifty school building projects. He worked with a model wood frame school plan which provided a flexible and economical approach to school construction and allowed for a phased construction process and future additions. In 1907, Stephen traveled to the mid-west and New York to study new school construction and in 1908, Stephen's son Frederick, a recent architectural graduate of the University of Pennsylvania, entered into partnership with his father. As a result of his trip and probably with new ideas from his son, he developed his second model school plan, which used the new

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Section number 8 Page 4 Name of Property Everett High School  
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philosophy of school building and the new technology: fireproof material, (concrete, terra cotta and brick), modern amenities such as lavatories, and flexibility of design. He was particularly noted for innovation in heating systems, new intercoms and a clock system that seems to be a trademark.

It was this model that the Everett School Board chose when they hired Stephen and Stephen to design the new high school for Everett in 1908. Construction on Everett High School began in December 1909 with Jenkins and Jones as the prime contractor. At the same time, Stephen was designing Queen Anne High School in Seattle; the striking similarity between the two buildings is still evident today. Queen Anne has been renovated and remodeled into luxury condominiums whereas Everett will continue as designed to house education.

Stephen's legacy can be seen in more than 50 school districts across the state; many of these schools are being remodeled to other uses and in some cases demolished. It is important to the architectural school history of the state that Everett High will continue into the next century as a High School.

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Property Name Everett High School

County and State Snohomish, WA

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

The Everett Herald  
Clark, Norman *Mill Town* (Seattle, University of Washington Press, 1970)  
Dilgard & Riddle *A Survey of Everett's Historical Properties*, 1976, 1996.  
Woodbridge & Montgomery, *A Guide to Architecture in Washington State* (Seattle, University of Washington Press, 1980)  
Krafft, Kathryn "Interlake Public School (Seattle)" National Register of Historic Places Nomination Form, 1983.  
Brubeck, David (Bumgardner Architects) "Queen Anne High School (Seattle) National Register of Historic Places Nomination Form, 1985.  
Everett High School *Nasika*, Published by the senior class of Everett High School, 1910.  
O'Donnell, Lawrence "Bagshaw Field: A Tribute to a Legend" in *Riverside Remembers, Stories of Everett's Greater Riverside Area*, 1987.  
O'Donnell, Lawrence *Everett School District: The First One Hundred Years* (Seattle, Peanut Butter Publishing, 1992)  
Ochsner, Jeffrey, ed. *Shaping Seattle Architecture: A Historical Guide to the Architects* (Seattle, University of Washington Press, 1994)

Previous documentation on file (NPS):

- ☐ preliminary determination of individual listing  
(36 CFR 67) has been requested
- ☐ previously listed in the National Register
- ☐ previously determined eligible by the National Register
- ☐ designated a National Historic Landmark
- ☐ recorded by Historic American Buildings  
Survey # \_\_\_\_\_
- ☐ recorded by Historic American Engineering  
Record # \_\_\_\_\_

Primary location of additional data:

- ☐ State Historic Preservation Office
- ☐ Other State agency
- ☐ Federal agency
- ☐ Local government
- ☐ University
- ☐ Other

Specify repository:

10. Geographical Data

Acreage of property less than one

UTM References

1 10 S/52/1/0/0 S/2/1/4/7/6/0  
Zone Easting Northing

3 1 1111 11111  
Zone Easting Northing

2 1 1111 11111

4 1 1111 11111

☐ See continuation sheet

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

Block 553 of the Monitor Addition to the Plat of Everett

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

The boundaries are based upon the urban legal description which has historically defined the high school.

**USDI/NPS NRHP Registration Form**

**Property Name** Everett High School

**County and State** Snohomish, WA

**11. Form Prepared By**

**name/title** Kristin Ravetz, Historic Preservation Specialist

**organization** City of Everett **date** September 30, 1996

**street & number** 2930 Westmore Avenue **telephone** (206) 259-8731

**city or town** Everett, Washington **state** 98201 **zip code**

**Additional Documentation**

Submit the following items with the completed form:

Continuation Sheets

**Maps**

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

**Photographs**

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items.)

**Property Owner (Complete this item at the request of SHPO or FPO.)**

**name**

**street & number** \_\_\_\_\_ **telephone**

**city or town** \_\_\_\_\_ **state** \_\_\_\_\_ **zip code**

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Property Name Everett High School

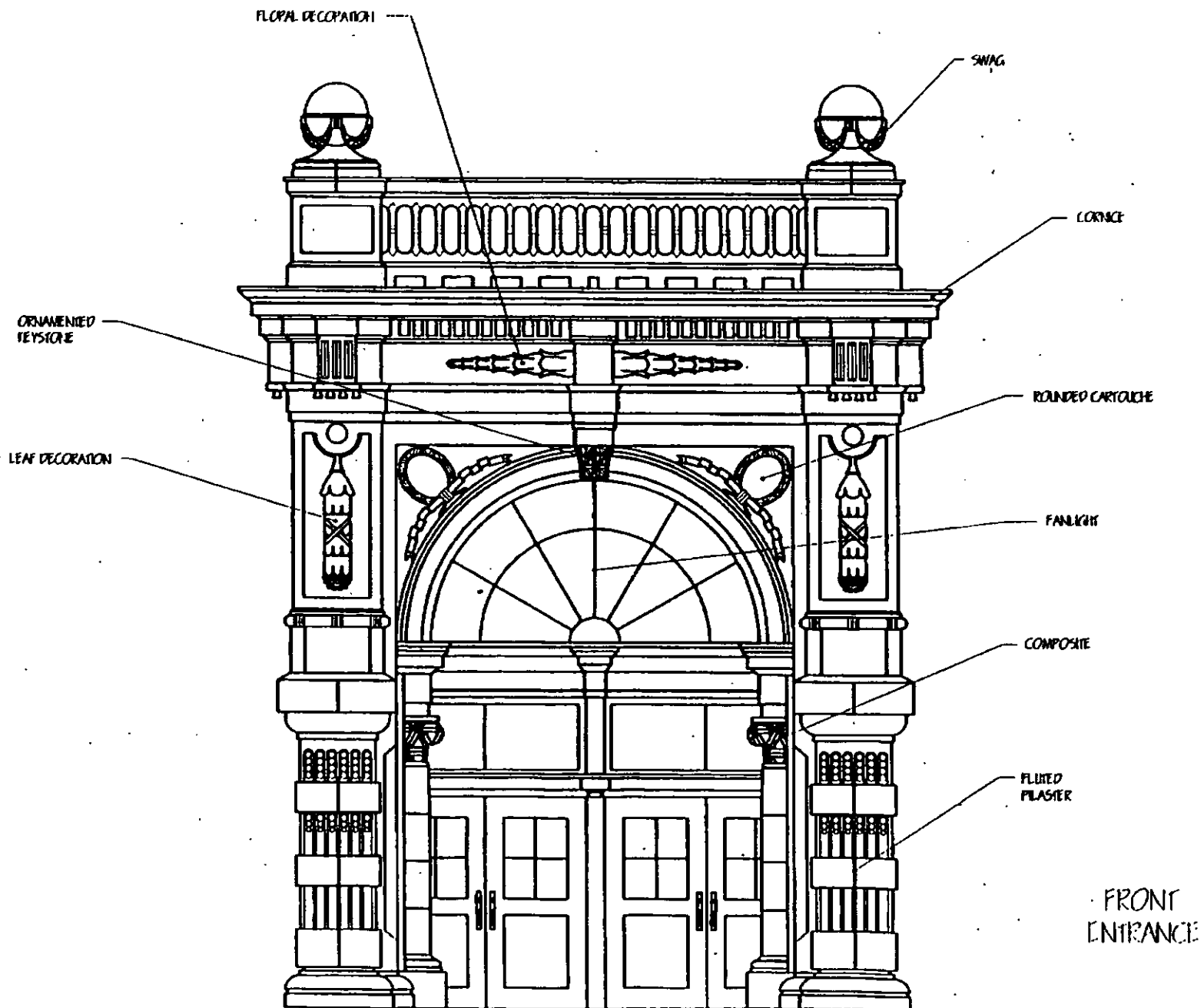
County and State Snohomish, WA

**EVERETT HIGH SCHOOL PHOTOS**

**EVERETT HIGH SCHOOL  
2400 COLBY AVENUE  
EVERETT, WA SNOHOMISH COUNTY (31).**

**KRISTIN RAVETZ (PHOTOGRAPHER)  
NEGATIVES IN CITY OF EVERETT CERTIFIED LOCAL GOVERNMENT FILES.**

1. 1987 PHOTO  
EAST FACADE BEFORE RENOVATION.
2. JUNE 1995 PHOTO  
DEMOLITION OF 1963 ADMINISTRATION BUILDING.
3. AUGUST 1996 PHOTO  
COMPLETED RENOVATION. EAST FACADE.
4. AUGUST 1996 PHOTO  
CLOSE-UP OF ENTRANCE. EAST FACADE.
5. AUGUST 1996  
RENOVATED ENTRYWAY. EAST FACADE
6. AUGUST 1996  
RENOVATED WEST WING ADDITION.

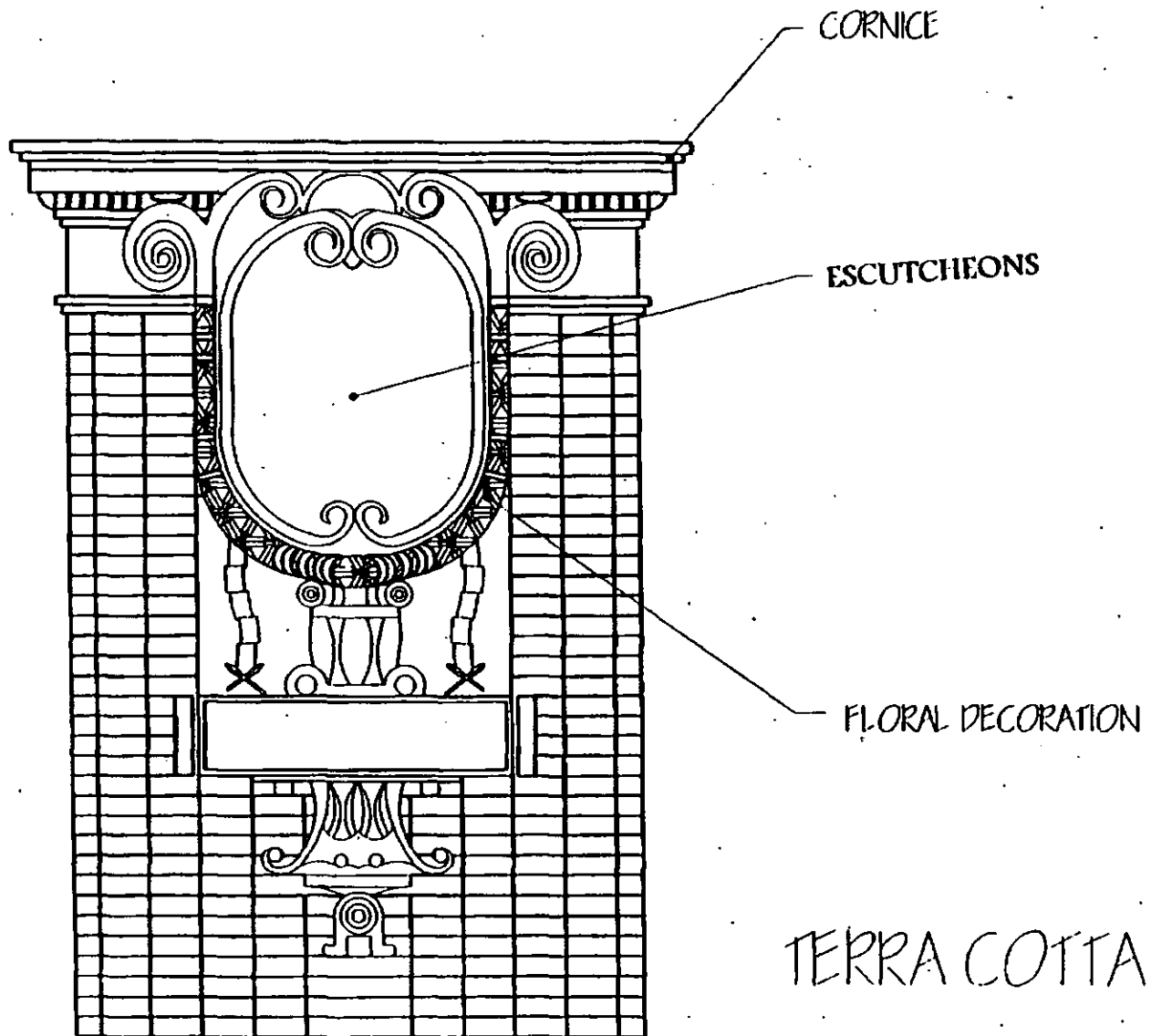


ESCUTCHEONS

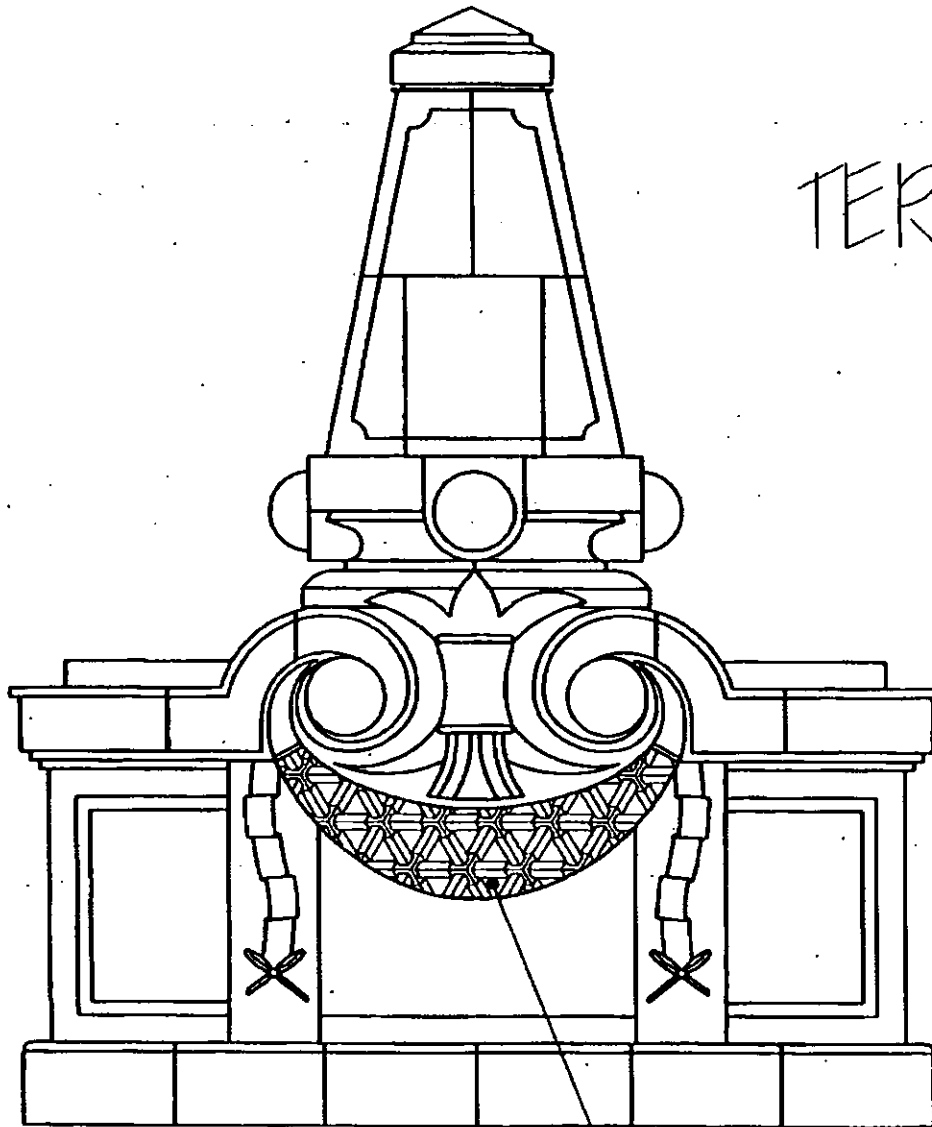


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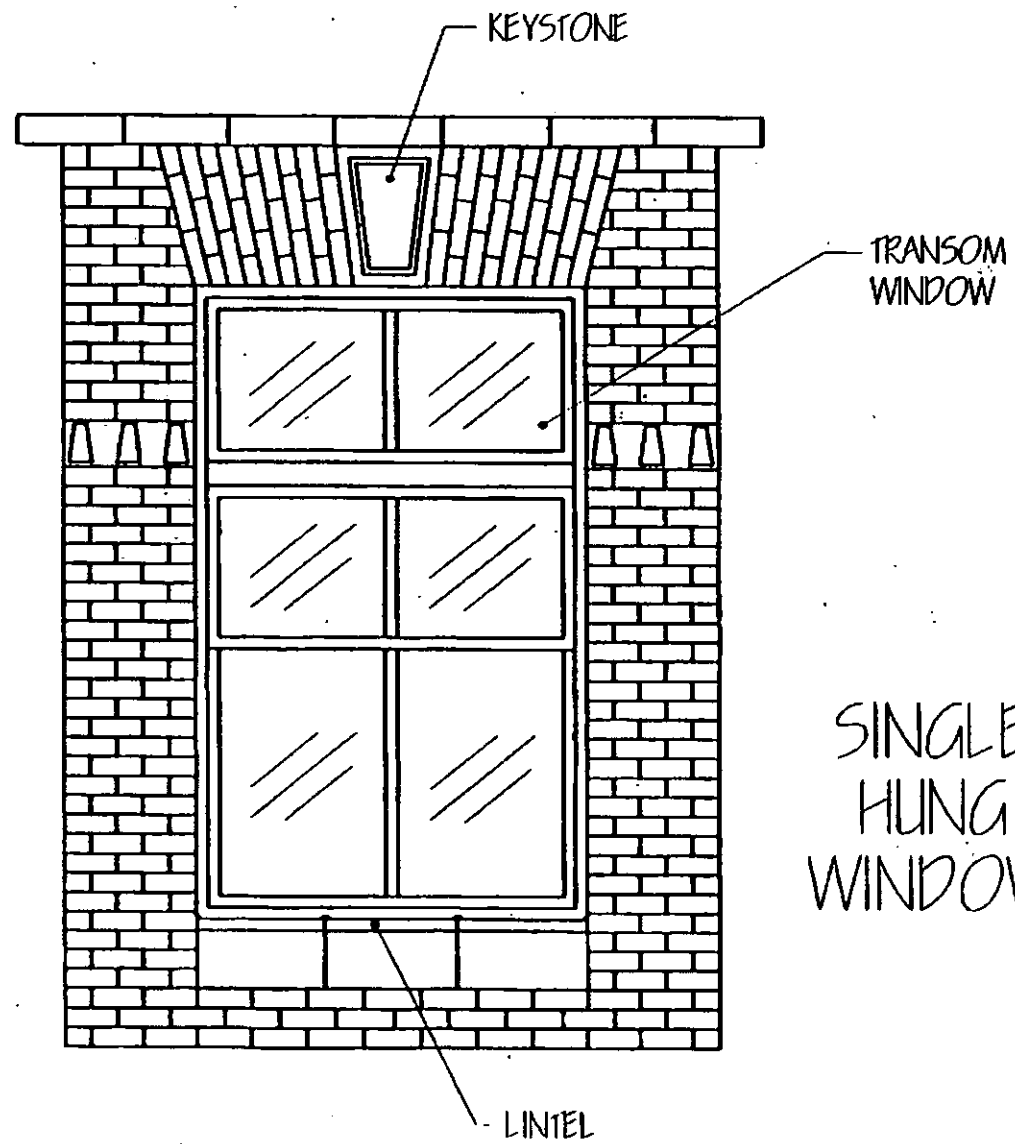
BRACKET WITH  
ACANTHUS LEAF



TERRA COTTA



SWAGI



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DEPARTMENT OF THE INTERIOR  
GEOLOGICAL SURVEY

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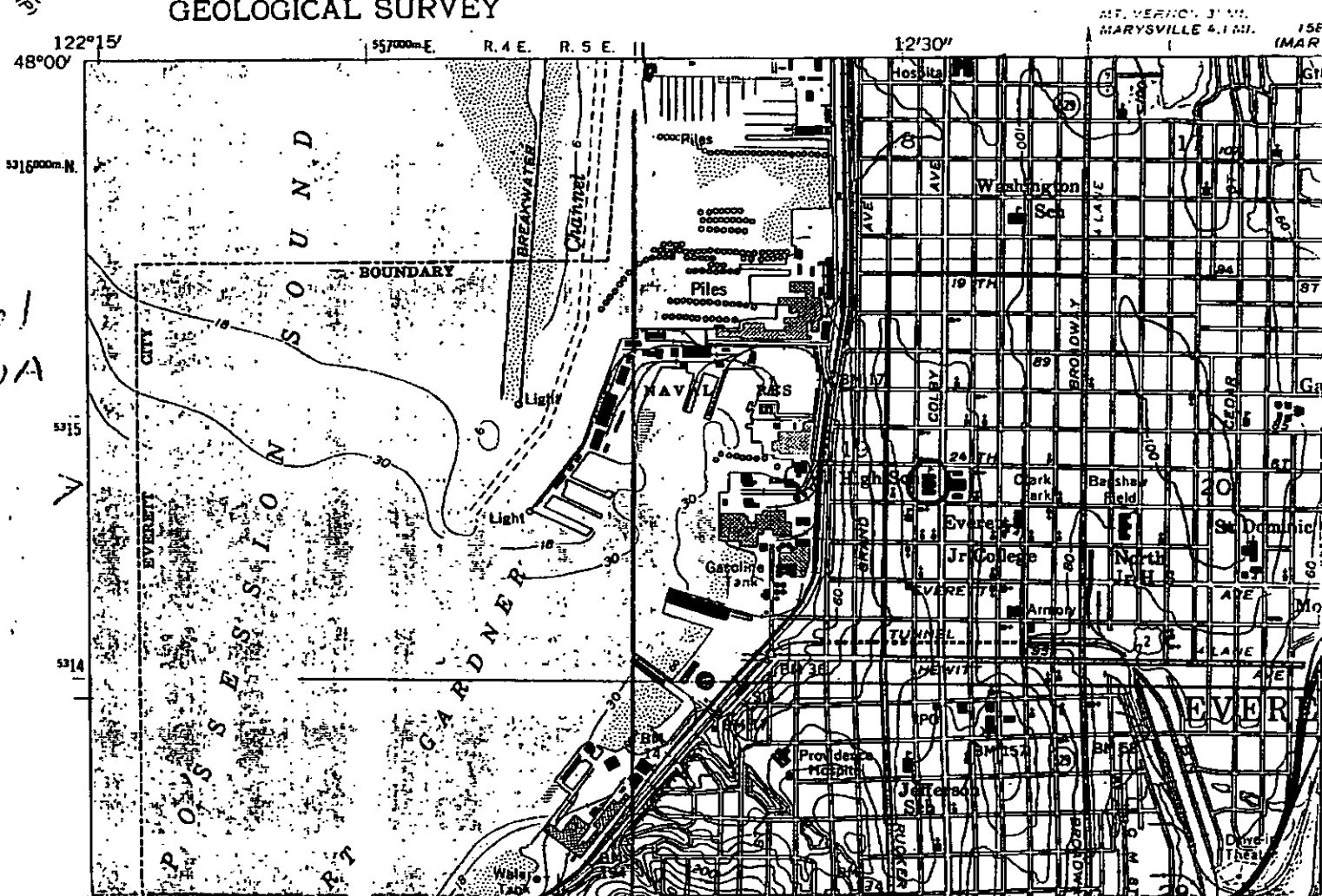
T. 29 N.  
T. 28 N.

EVERETT  
GOLF AND  
COUNTRY CLUB

1380 III SE  
(TULALIP)

UT M:

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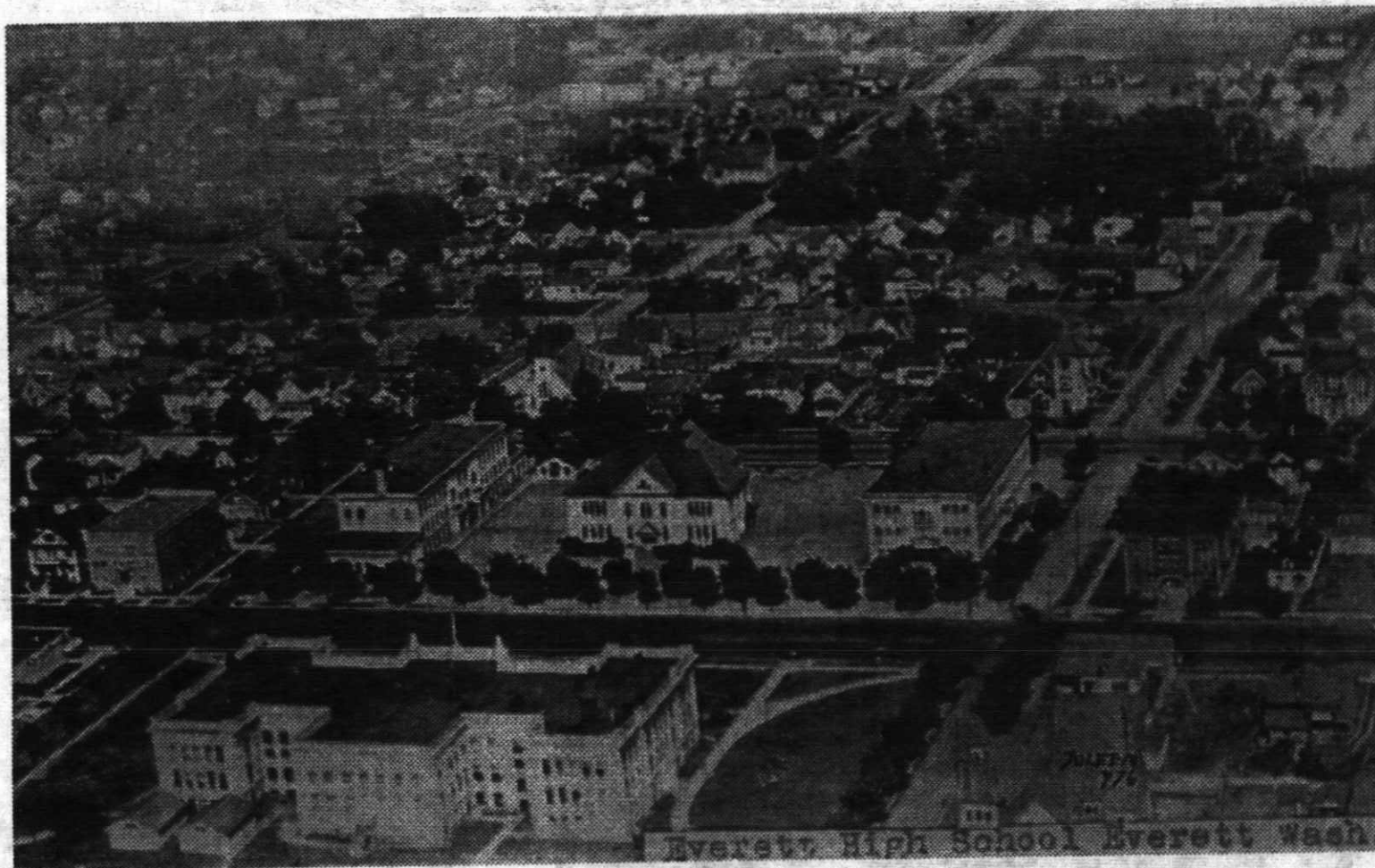


1580 III SE  
(TULALIP)

UT M:

10/559 100/5314760





Everett High School Everett Wash.









